

Making the Switch to ITERS-3

Key Differences Between ITERS-R and ITERS-3

ITERS-R	ITERS-3
Assesses birth to 2 ½ years	Assesses birth to 3 years
Focus on materials within the classroom	Focus on teaching and interactions
Observation and interview	Observation only
Includes Parents and Staff Subscale	Eliminates Parents and Staff Subscale
Much of the Day	Access based on age and ability of child
Play area	Interest Center
	Enhanced language items

Accessible

Infants – children birth through 11 months

Toddlers – children 12 months through 23 months

Two-year-olds – children 24 months through 35 months

New Language Items

Talking with children

Encouraging vocabulary development

Responding to children’s communication

Encouraging children to communicate

Staff use of books with children

Encouraging children’s use of books

Interest Center

A clearly defined play area for a specific type of play for toddlers/twos

Materials organized by type and accessible to the children

Furniture that supports the specific type of play accessible

Interest Centers Required for toddlers/twos-Blocks, Dramatic Play, Nature/Science

Engaged

Children are interested and paying attention

Children show interest by gazing intently or actively participating

Watch for engagement through children’s facial expression, movements, or vocalizations

ITERS-3 Materials

The notes for clarification in each item identify categories of materials, examples of materials from each category, and number of materials required

You Have the Materials Now What

Interact with children while they are using materials

Visit all play areas and interest centers during free play, engaging in conversations with children about their play

Find opportunities to talk with children and extending their knowledge and understanding while using the materials

Focus on Interactions

Positive staff-child interactions during play and routines

Children are within sight and easy reach of a staff member

Children are given a message of warmth

Peer interactions are encouraged and supported

Staff are respectful to children and use positive guidance

Expectations are appropriate for child’s age and ability